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The bilingual school organized in Dade County, Florida incorporates a language and reading program emphasizing structural linguistics. The special reader series being utilized, the Miami Linguistic Readers series, has been developed around ten major linguistic and pedogogical premises. The material must deal with topics interesting to the children and reflect their language forms. The child should have aural-oral control of the material he is expected to read. The development of beginning reading material should focus on the skills involved in the process of reading. Sound symbol presentations should be in terms of spelling patterns rather than individual letter sounds. The grammatical structure and vocabulary should be controlled, and the child should learn to read by structures. Writing experiences should reinforce those of listening, speaking, and reading. The materials should be organized so the learner may achieve success as he progresses through the materials. In a complete sense, the program teaches English as a second language.

Each of the premises is discussed in detail with references made to the reader series.

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A "Linguistic" Approach to Beginning Reading for Bilingual Children

Perspectives in Reading
Conference
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The term bilingual

Any consideration of the teaching of beginning reading to children who are called bilingual in the United States might well begin with a discussion of what we mean by bilingual, for in our schools we have come to use the term to cover a wide range of linguistic phenomena.

A child entering first grade may be called bilingual for the obvious reason that he speaks two languages. His classmate may be called bilingual if he speaks a single language other than English. Our label of bilingual for this child seems to be an expression of intention on our part to equip him to function linguistically in a school situation in which English is the medium of instruction. A third child may be labelled bilingual because his parents were born in a non-English speaking country. Such a child might be, in fact, an English speaking monolingual classified as bilingual because his dialect is non-standard, or he might be so classified because of his surname or his socio-economic status in the community. Unfortunate as it may be, we use the term bilingual in a variety of situations not covered by its literal meaning.

Overview of the Dade County program

The beginning reading program currently being developed in Dade County for bilingual children has been strongly influenced by structural linguistics. Both in the language learning experiences which precede and accompany reading instruction and in the selection and organization of the reading content itself, there has been an effort made to incorporate the newer insights into the nature of language and the nature of its graphic counterpart. At the same time, there has been made an equally important effort to maintain good pedagogical practices of conventional developmental reading programs, using referential content which reflects time-honored traditions of children's literature. This two-year program is embodied in a set of materials called Miami Linguistic Reader Series, and has been developed around ten major linguistic and pedagogical premises.

Premise 1: That the referential content of beginning reading materials must deal with those things which time has shown are truly interesting to children.

What do we ask the child to read about? Does the content from the outset provide reading experiences which guide the child to love books and want to read? In the Miami Series, an effort has been made to give the beginning reading materials some of the appeal of children's folklore and of children's trade books. Books do not have to be dull just because they are for beginners, nor should writers of textbooks shield their lack of creativity behind the rationalization that the limitations of vocabulary and structure patterns prevent them from writing interesting material.

The persistent themes and situations of children's stories which have been handed down as cultural tradition do not focus on "normal" families in neat, clean, middle-class communities. They are cross-cultural and draw on the reservoir of common human experiences. They have action and suspense. They have surprise and drama. They have imagination and fancy. And children have a right to expect such qualities in even the simplest of materials.

The stories of the Miami Series fall into four groups. In the first group, the characters are all animals that behave as human beings. The first characters are Biff and Tiff, two dogs. Biff, the teacher-father figure, has much to learn from son Tiff. The second story is about the problems of an adventurous kitten who overestimates his capabilities and finds himself in trouble. In the third story we meet Nat the Rat, who is not too good, and not too bad. The rest of the first nine stories continue in a similar vein, presenting problems to be resolved by the protagonists, and providing a basis for a consideration of social and moral values. The stories of the second group are adaptations of folk tales such as Jack and the Beanstalk and Rumpelstiltskin. The stories in the third group might be categorized as "realistic", and those of the fourth group, "Americana".

Premise 2: That the materials must reflect the natural language forms of children's speech.

Linguists, educators, and parents have long reacted against the peculiar dialect of pre-primers. "Primer-ese" of the Dick-and-Jane variety has honest roots in a sincere desire to help ease the young mind into the wonderful world of the printed page, but it often violates a basic principle known to linguists and reading specialists alike - that print is (or should be) talk written down. If we take seriously the studies of Ruth Strickland at Indiana and Walter Loban of Berkeley, we must admit that, linguistically speaking, Dicks and Janes are few and far between.

Unfortunately, some of the efforts in linguistically oriented materials have not escaped artificiality in language. Following is a typical "story" in the Fries-Wilson-Rudolph first reader which makes us wonder if the Bloomfieldian dialect is any better stylistically than "primer-ese".

Tag the Bag

Dan is at bat.
Dan can bat.
Dan ran.
Tag the bag, Dan.
Dan can tag the bag.
Dan sat on the tan bag.
Dad had to fan Dan.

It may be argued that all of these sentences are grammatically possible, but the sentences as they combine into a total context do not seem to contribute materially to overcoming "primer-ese".

Some other materials have intentionally stayed close to the traditional fractured English, such as the beginning materials of Smith and Stratemeyer, in which frogs jump and hop for 61 pages. An example is:

Zip and Pud jump up.
Zip and Pud jump in.
Zip gets wet.
Pud gets wet.

And in the case of the Miami Series, it is not always easy to argue that Sit, Tiff sit is any more natural that the Go, Jane, go of traditional materials. Language certainly can be judged more accurately when we are dealing with the over-all

text than when we are dealing with isolated sentences. Any material which is constructed with rigid controls, whether they be controls of configuration or of spelling pattern, is likely to run aground on the sandbar of phoney English. At best it is a matter of degree. Still, if we are to guide children to the realization that print represents speech, we must make every effort to bring the graphic and spoken sequences closer together.

A native English-speaking pupil approaching material written in "primer-ese" has the advantage of knowing that the language represented is a special dialect, and his exposure to such a dialect may not affect appreciably his day-to-day language habits. The child who is just learning English, however, is less well equipped to withstand the special dialect, and it may interfere with his development of the basic forms of the language and with his sensitivity to natural sequences of sentences. The concern for the language habits of the pupil learning English leads us to the third major premise underlying the Miami Series.

Premise 3: That the child must have aural-oral control of the material he is expected to read.

Much of the effort of American linguists since 1925 has been directed toward the synchronic study of language, and fortunately the nature of American English has repeatedly been the subject of such investigations. The result is that we now have at our disposal considerable scientific knowledge about the English language. The application of this knowledge to the teaching of English as a second language was set in motion by Fries and his colleagues and students after World War II, and the impact of this effort is now beginning to reach the public school level in this country. Audio-lingual programs geared to the American scene where the target language is also the medium of instruction are sprouting up all over the Southwest. Although particulars of these programs vary widely with local philosophies regarding elementary curriculum, there is increasing evidence that teachers are aware of linguistics and are beginning to experiment with its findings.

The oral language experiences provided in the Miami Series is one such example of English linguistics applied to second language teaching. The Introductory (readiness) Unit preceding the introduction of formal reading, and the oral language activities surrounding the reading, attempt to provide systematic, meaningful oral practice on the basic features of American English. The linguistic content for oral mastery is structured in its presentation, taking into account contrasts within the English language system and contrasts between English and Spanish. In the ordering of the linguistic content, less concern has been shown for the "logical" sequences and manipulation typical of materials produced under the direction of linguists, and more concern has been shown for the communication aspects of the language experience and the relevance of the language to the content of the pupils' reading material.

Premise 4: That in developing beginning reading materials the focus must be on the skills involved in the process of reading rather than on the uses to which reading is put after the process is mastered.

The uses of reading as they relate to the development of a wide range of skills in thinking and appreciation are often pushed further and further down into the grades until a minimal amount of time is left for the development of the mechanics of reading - without which the learner cannot move into the functional and creative reading experiences expected of him. The question raised here is, "Has the learner been provided with adequate opportunity to master the skills he needs in order to do with reading what is expected of him?"

The problems involved in separating the process of reading from the uses of reading do not pose an either-or situation, but rather one of order and balance. The reading programs available to the teacher of bilingual children are usually the conventional developmental series. As we all know, such series have a "big book" which is designed in part to guide class instruction through the cultural experiences and reading mechanics involved in the first pre-primer

of the reading series. The time-span occupied by the "big book" is relatively short, and further attention to the cultural background and reading mechanics implicit in the reading program stems from the pupils' books themselves. Unfortunately, as soon as the pupils move into their individual pre-primers, many teachers tend to emphasize the referential content to the neglect of the reading process over which the pupil still has questionable control.

In many schools where there are large numbers of pupils learning English as a second language, "formal" reading is delayed as much as a year. The delay is usually explained as time needed to develop linguistic readiness, but it is also widely used to extend the time devoted to the introduction of the process of reading, whether this be using commercial materials or language experience charts.

Many feel, as do we of the Dade County project, that less effort should be spent on getting the child ready to read, and more effort spent on getting reading material ready for the child. Rather than delay the introduction of reading, the Miami Series attempts to combine the language and reading experiences in such a way that they reinforce each other from the beginning of the school year. Additional attention to the process of reading is provided by extending the "big book" experience for several months. For each of the first three pupils' books, the Miami Series provides a "big book" which serves as a basis for developing pupil control over the referential and linguistic content of the pupils' book to follow. The primary, though not sole, focus in the "big book" on language and the reading process leaves ample opportunity during the handling of the pupils' book for the development of other types of skills commonly introduced through reading. Continued emphasize on language and the reading process is encouraged through the use of a fourth "big book" and additional charts corresponding to the remaining books in the Miami Series.

Premise 5: That the presentation of sound-symbol correspondences in beginning reading should be in terms of spelling patterns rather than in terms of individual letter-sound correspondences.

One of the major influences stemming from linguists' interest in beginning reading instruction centers on the alphabetic principle, or more specifically, the principle that there is a pedagogically useful degree of predictability in the relationship between significant sound units in the language and the letter units of the writing system. This principle, so stated, is the essence of phonics in most of its varieties. Linguists are usually quick to disassociate themselves from phonics of any variety, however, for many phonics proponents emphasize the relation of individual letters and individual sounds, whereas linguists are more often concerned with sequences of letters, the patterns of letters, as they correlate with sequence of sounds.

This insistence on the part of linguists that the English writing system is based on patterns of letters and patterns of sounds, and that it is not purely alphabetic on the one hand nor hieroglyphic on the other, leads them to the conclusion that perhaps the first problem in reading in American schools is the lack of beginning materials which reflect the basic patterns of the writing system. Several attempts have been and are being made to introduce the alphabetic principle into materials for beginning reading, such as the materials prepared by Bloomfield-Barnhart, Smith-Stratemeyer, Fries-Wilson-Rudolph, Hall, and Glim. We are unaware of any unified, "linguistic approach" to reading, and we might conclude that many more questions have been raised than have been answered. We must keep in mind, however, that much of the linguists' attention has not been directed to an approach to teaching reading, but rather to the selection and organization of materials to be used.

The know-how of teaching little children to read is generally outside the background, experience, and function of linguists. However, it seems to us

quite proper that linguists should raise questions without necessarily being the ones to answer them.

The Miami Series attempts to implement the alphabetic principle, both as an aid in developing automatic responses to spelling patterns and as a means of systematizing practice on problems of the English sound system. Following is a comparison of this approach to the spelling system and the traditional approach in a basal series.

Spelling patterns in the Miami Series			Spelling patterns in typical basal series	
112 pages			112 pages	
1 Biff Tiff	Kid Kit	pick kick	Dick Tim is did with	1
			come	2
tip slip drip	sit it hit	dig pig wig	Mother	3
			go no	4
Kim swim	-ing king sing	is his	ball	5
			help get	6
dish fish wish	ring sink drink	milk miss	look	7
			Jane	8
			Father want	9
in pin	think	with	(Father) (Mother)	10
		spill	Spot not	11
2 Pap nap	fat Nat rat	Cab Rab grab	(Sally)	12
			Sally and can at that	13
sack black	hat that cat	rabbit	me we	14
			down	15
and hand		catfish	to	16
			play away	17
3 sun run	Tug bug	hum	(away)	18
		hunt	Puff run jump	19
hut cut but	up	mud	find	20
	jump bump	duck	see	21
Buzz		club	here	22
a	the		oh said I you the	

The control in spelling patterns is obvious. In the same number of pages of pupil text the Miami Series presents only three vowel letters in patterns, while the typical basal series presents all five vowel letters in a great diversity of patterns. What is not so obvious to those unaccustomed to dealing with English as a second language is the potential for practice on sound system contrasts. The troublesome vowel phonemes are concentrated in meaningful, interesting situations and may be contrasted with other vowel phonemes used orally in the language activities. Hence problems intrinsic in pairs such as sit-seat, slip-sleep and pick-peak are not relegated to pure manipulation drills. Likewise, names such as King Kim are presented to help the pupil overcome consonant interferences from his own sound system, as are Kid Kit and Tug Duck and pairs such as pig-pick, big-pig, and sinking-thinking. As the pupils progress in the material, they develop the ability to react to more complex contrasts such as hit-hat-hut-hot which serve both the spelling pattern and sound segment contrasts.

Premise 6: That grammatical structure as well as vocabulary must be controlled.

The linguistic content of reading material for bilingual children should reflect not only natural language forms and sequences as mentioned earlier, it should also be controlled in such a way that the reading itself reinforce the pupils' oral language development. Although the bilingual child's oral language grows at a much more rapid pace than his ability to handle the printed counterpart, much of his oral language is still imperfect and a still larger part is on the level of understanding rather than on the level of active use. The gradual introduction of grammatical forms and arrangements in the reading allows for a systematic and less hurried practice, and provides additional opportunity for the child to perfect his active control of basic features of the language system.

In the Miami Series, the grammatical forms and arrangements are controlled, just as the spelling patterns and vocabulary. The two stories of level One emphasize command forms and the present progressive, as in Sit, Tiff and Tiff

is sitting. Level Two continues the progressive and emphasizes patterns of identification, as Nat is a rat. Level Three continues the progressive and identification and emphasizes patterns of description, as Tug Duck is big, and Buzz Bug is a big fat bug. Also emphasized in Level Three are prepositional phrases, as in his hut and in the sun. Level Four introduces the third person singular s and negative statements, as in Tod Fox drops a dish and Tod Fox is not mopping, Tod Fox is not with Mom Fox. Each subsequent level in turn includes new grammatical patterns to which the teacher gives special attention as she presents the material.

Premise 7: That the child must learn to read by structures if he is to master the skills involved in the act of reading.

Closely related to the need for natural structural sequences and grammatical control in beginning materials is the need to develop the habit of reading by structures. That is, the child must be taught to grasp the grammatical units in what he is reading. Reading by structures is closely allied to phrasing, or reading with expression, and is standard procedure with many expert reading teachers. On the other hand, many otherwise expert reading-teachers have little notion of what constitutes a grammatical unit, and regularly fail to help the child grasp the syntactical, morphological or suprasegmental signals and relationships, which are tha basis for comprehension of the printed text. At present, reading by structures remains an important area in reading which has been poorly developed in theory and practice by reading specialist and linguist alike.

The Miami Series approaches the problem of teaching pupils to read by structures in each part of the instructional "package", which includes the "big books" and charts, the pupils' books, the seatwork provided for the pupils, and the teachers' manuals. In the "big books" and charts there are numerous "pyramid" exercises, or rhythm drills, designed to induce a sense of what

constitutes the grammatical units. Controlled introduction and practice of grammatical patterns in the pupils' books and seatwork activities provides further opportunity to focus attention on the relationship among the meaning-signalling units of language. And the guided discussion of the referential content of the stories as provided in the teachers' manuals contributes to tying the reading experience to the stresses, pitches, and pauses of normal speech.

Premise 8: That the learning load in linguistically oriented materials must be determined in terms of the special nature of the materials.

Inasmuch as the criteria for selecting words for "linguistically-oriented" beginning reading material are sharply different from these used for traditional basal readers, it seems proper to raise the question of whether or not the learning burden should be measured in different terms. Should we weigh the learning burden in terms of sequences of letters and space as they form patterns, or should we continue to weigh items as discrete forms- as sight words? Are fifteen or twenty words in a pre-primer, each presented as an isolated item, really fewer than thirty or forty items which represent one or two patterns and which are presented as such?

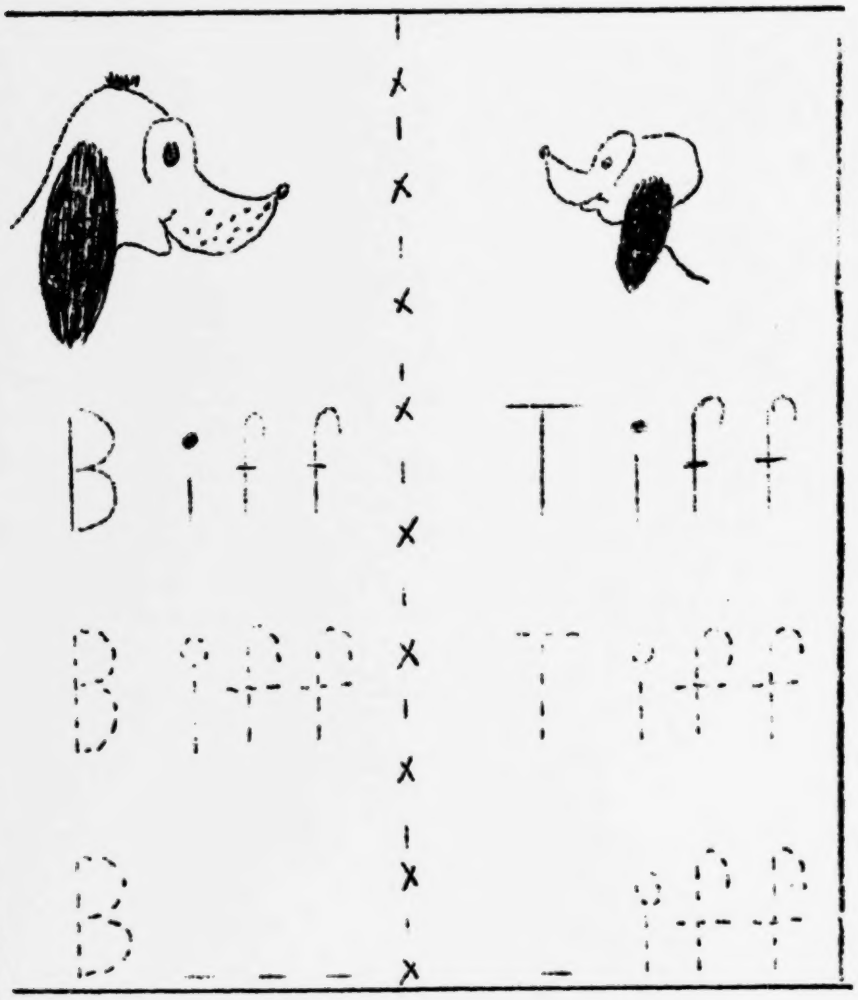
Of the "linguistically-oriented" beginning materials, the Smith-Stratemeyer first pre-primer of 64 pages with 21 base forms stays within the range of different words of the traditional developmental series. The first 64 pages of Fries-Wilson-Rudolph have over 40 base forms, twice the number of traditional materials. On the other hand, Smith Stratemeyer present a much wider range of spelling patterns than do Fries-Wilson-Rudolph. There seem to be at least two highly important factors involved in determining the density of new words in beginning material. One is the strong probability that most pupils approach new printed forms as sight words, even though such words may be regularly spelled; the other is the strong probability that regularly spelled forms, especially when grouped

by patterns, will be learned much faster than forms in which no system is apparent.

If we look at only the pupils' books in the Miami Series we find some 40 different base forms in the first 64 pages. However, if we take into account the "big books" not characteristic of other "linguistically-oriented" materials but which constitute an integral part of this reading program, the density of new items drops to even lower than the norms for traditional basal pre-primers. The number of different base forms in the beginning of the Miami Series is kept low because we believe that these forms are being learned as sight words and need abundant practice. On the other hand, the density of new forms increases steadily as the pupil becomes more proficient in English and as the concept of patterning emerges from the reading material.

Premise 9: That writing experiences reinforce listening, speaking and reading.

In the production of the Miami Series, we were inclined toward a functional introduction of the alphabet, giving special attention to individual letters and letter combinations as they appear in the reading materials. The writing activities are complementary and do not constitute a complete writing program as such.



In the Miami Series, writing occupies its logical position, following listening, speaking, and reading. As in the case of the other language arts, writing may involve varying degrees of production.

The simplest writing activities are tracing, then copying, and then independent production.

In addition to reinforcing the pupils' language development, the writing helps promote left-to right orientation and strenghtens the pupils' grasp of the spelling patterns being read.

Premise 10: That the materials must be so selected and organized that they will enable the learner to achieve sucess as he progresses through the materials.

As indicated earlier, the basic features of the English language system are systematically introduced in the Miami Series, and the graphic representation follows and reinforces the pupils' oral development. The sequence in introducing the writing system is based on vowel-consonant patterns. Consonant letters in initial position are cumulated and given special attention as patterns of representation emerge. The sequence of vowel patterns for the first 14 of a projected 21 titles is as follows:

LEVEL ONE-A	i	as in sit
LEVEL ONE-B	i	as in sit
LEVEL TWO	a	as in cat
LEVEL THREE	u	as in but
PLATEAU REVIEW		
LEVEL FOUR	o	as in not
LEVEL FIVE	e	as in get
LEVEL SIX	e	as in he
	o	as in no
PLATEAU REVIEW		
LEVEL SEVEN	ea	as in eat
	ow	as in cow
	alk	as in walk
LEVEL EIGHT	ee	as in need
	y	as in why
	ere	as in where
LEVEL NINE	a-e	as in came
	ay	as in day
	ou	as in out
	o	as in who
PLATEAU REVIEW		
LEVEL TEN	i-e	as in like
	igh	as in light
	o-e	as in some

In addition to the controls over the language and its graphic representation, we have been concerned with a range of matters affecting readability. In the first twelve titles, the total running words increases from 56 per title to 1465 per title, and the average words per page increases from 2.7 to 31.7. The density of new items per page increases from .38 to 1.3. In the ratio of new to old items, the change is from 1 new item in 7 running words to 1 new item in 26 running words. Average sentence length increases much more rapidly than in conventional basal materials, from 2.7 to 9.57 in a cumulative total of 8202 running words, exclusive of the "big books" and charts.

Level	1-A	1-B	2	3	Plateau	4
Pages in book	24	24	32	32	32	32
Words in book	56	123	352	401	425	515
Words per page	2.7	5.9	12.1	13.8	14.1	17.7
Sentence length	2.7	4.7	4.4	5.9	6.0	6.1
New items	8	16	23	26	-0-	29
New item average per page	.38	.76	.79	.90	.00	1.00
New item density in running words	1/7.0	1/7.7	1/15.3	1/15.4	0/425	1/17.7
Cumulative page total	24	48	80	112	144	176
Cumulative item total	8	24	47	73	73	102
Cumulative running words	56	179	531	932	1357	1872

Level	5	6	Plateau	7	8	9
Pages in book	32	32	32	48	48	48
Words in book	719	760	765	1242	1352	1465
Words per page	24.8	26.2	27.1	28.8	31.4	31.7
Sentence length	6.9	7.3	7.4	8.0	9.0	9.57
New items	29	35	6	49	52	57
New item average per page	1.00	1.20	.21	1.1	1.2	1.3
New item density in running words	1/24.8	1/21.7	1/127	1/26	1/26	1/25.7
Cumulative page total	208	240	272	320	368	416
Cumulative item total	131	166	172	221	273	329
Cumulative running words	2591	3351	4116	5358	6737	8202

Repetition controls

Repetition of the specific forms introduced has been of conscious concern to us in the production of the Miami Series, but the development of sight vocabulary as such is only a short term objective. Inasmuch as one of our basic goals is to help the pupil develop the tools he needs to be "on his own in reading", more important as a long range objective is to develop automatic reaction to the spelling pattern of the English writing system. Repetition controls in the Miami Series, therefore, are based on the patterns introduced rather than on individual words as sight words. The name Biff, for example, appears 43 times in the first nine books. The vowel-consonant pattern -iff, however, appears 136 times and is picked up again later in the series.

	1st big book	pupil book 1	2nd big book	3rd big book	plateau 1-3	Totals
Biff	15	7	9	1	11	43
Tiff	35	14	18	2	24	93
						136

In a like manner, the base form drink appears 31 times in Level 1-A, and 26 times in Level 1-B. The word also appears in subsequent stories. The repetitions of the vowel-consonant pattern -ink increases geometrically, however, as we add the uses of think and sink in Level 1-B and wink in Level 9. The vowel-consonant pattern -ing begins with the verb ending itself in Level 1-A, and is repeated in the uses of king, ring, and sing in Level 2, and thing and bring in Level 7. The vowel-consonant pattern -ill begins with the uses of spill in Level 1-B, and is built up by the uses of hill and still in Level 5, and will in Level 6. As new words are introduced in the reading material, they are contrasted with the words already presented in that pattern, along with other words of the same pattern presented in the "big books", charts, and teachers' manuals.

In the area of grammatical structure, we know of no reading program-basal, phonic, or "linguistic"-which provides in the pupils' texts for planned control

and repetition of the grammatical forms and arrangements introduced. In all the materials we have been able to examine, the introduction and repetition of grammatical structure appears to be coincidental to the planned introduction of individual words - be they sight words or words used to teach graphemic patterns.

In the pupils' book of the Miami Series, the design for handling the grammatical forms and arrangements is more one of planned introduction and cumulative use than of planned repetition. Obviously, as the range of forms and arrangements we introduce is narrower than that of most programs, the proportionate frequency of a given structural item will tend to be higher. But such coincidental repetition in our pupils' books does not guarantee a greater total number of repetitions than would be typical of a conventional reading program. In fact, a conscious effort has been made in the pupils' books of the Miami Series to avoid the manipulative repetition characteristic of basal readers. In the Miami Series, we have tried to provide planned repetition of grammatical structure, not through abortive use in the pupils' books, but rather through the "big books" and charts, which are designed in part to give conscious attention to the forms and arrangements appearing in the stories the pupils are reading.

Methodology

As we survey the developments in reading at the present time it seems reasonable to project that in the next few years we may have changes which will affect basal programs as profoundly as did the movement toward vocabulary control and repetition. Indeed, we may be in a decade properly identified as the "advent of linguistics in reading". Unfortunately, in the wide-spread dissatisfaction with reading instruction, problems of content and method are often hopelessly confused. To be sure, method cannot profitably be completely divorced from the materials to be used; on the other hand, the cumulated experience of reading teachers and reading specialists seems to validate a wide range of approaches to teaching reading - regardless of the premises on which the materials were

constructed. About all we really know about teaching reading is that not all children learn to read at the same time or at the same rate or through the same stimuli. What we do after grasping these basic facts is a matter of faith in the empirical evidence and pseudo-research available to us.

In the development of teachers' manuals for the Miami Series, we were not impressed by reports of how an individual child learned to read under unique circumstances and optimum conditions, for we must be concerned with how to approach large numbers of children under "less than normal" circumstances and marginal conditions. In methodology, we have attempted to harmonize our experience in second-language teaching, our understanding of the graphemic system of English, and the multiple-facet approach to teaching of reading characteristic of conventional reading programs. Many of our conclusions are tentative, to say the least. We believe that fundamentally we have followed the "main stream" in methodology. Inasmuch as the "main stream" is wide, we constantly had to make choices in recommending one procedure or another. At the same time we suspect that the routes not taken often might have been equally profitable.

Our antipathy to the words always, never and don't does not reflect a desire to straddle fences, but rather a strong conviction that there is no one "right" answer to teaching reading. There are many, however, who clamor for lists of do's and dont's, so for those who insist we offer a sampling of our prejudices:

Don't make children indifferent or negative toward reading. Little children are willing to put up with a lot of adult "logic", but the fact that learning to read is a serious matter does not mean that it can not or should not be fun.

Don't try to isolate reading from the rest of the children's day-to-day school activities. The need for system and integrity within a given set of materials does not preclude taking advantage of other opportunities to use reading to satisfy a child's need to communicate and share experience.

Don't be a slave to the manual; use it as it was intended - as a source of identification of the problems being presented and of suggestions for dealing with those problems.

Don't expect a child to know what he has never had a chance to learn. There are usually advanced children in a class who can volunteer to attack a new problem, but the rank and file need direct guidance from the teacher.

Don't confuse language problems and reading problems. If we do insure the linguistic and referential background inherent in the reading material before the child attempts to read, we can not be sure of the source of his problems. And the value of guided oral reading is often understimated because oral reading for language reinforcement is confused with audience reading.

The steps outlined below represent typical page-by-page reading procedure as recommended in the teachers' manuals of the Miami Series. Not all of these steps are applicable at a given point in the Series, nor do these steps reflect all of the types of activities that might be employed.

General discussion
- for the referential background of what the pupils are going to read
- for the linguistic background of what the pupils are going to read
- for the relation of the new situation to what the pupils have already read

Imitative, then independent, reading of the printed text
- for the natural intonation, stress, pause and rhythm
- for the context of the new reading items

Reading of multiple-word units within the text
- for grasping the structural units
- for contrasting structural units

Reading of words within the text
- for reinforcement of sight vocabulary
- for reinforcement of spelling patterns

Reading of extensions of spelling patterns
- for reinforcement of patterns
- for application to new words
- for contrast between patterns

Referentially motivated re-reading of text
- for synthesis of linguistic content
- for synthesis of referential content

Writing for reinforcement of new reading items

When the pupil approaches portions of the material with no linguistic or graphemic problems, the focus is shifted to silent reading for content and the development of reading-related skills.

Status of the Project

By September 1965 we expect to have all or most of the twenty-one projected pupils' books of the Miami Series available to schools involved in the try-out. Also by that date we expect to have teachers' manuals and seatwork booklets distributed through title fifteen of the twenty-one titles. The last of the manuals and seatwork booklets should be distributed by February 1966. The scheduled production of pupils' texts keeps us six to eight months ahead of actual use in the classroom, and the production of teachers' manuals and seatwork booklets keeps us two to three months ahead of projected need.

Experimentation with the Miami Series was initiated during the second semester of the 1963-64 school year with one classroom of Spanish-speaking pupils in Miami Beach. During the 1964-65 school year, the try-out was expanded to include approximately 2,500 pupils in seven states and Puerto Rico. The states are California, Arizona, New Mexico, Colorado, Texas, New York, and Florida. About half of the pupils are in the Dade County area. The pupils involved in the experiment are primarily of Spanish speaking background, though a few groups include Indian children representing various languages, and several groups are "culturally disadvantaged" Negro children.

The groups of Negro children are subjects of a doctoral study comparing the Miami Series with conventional reading programs combined with phonics. Preliminary research data on the progress of the other children participating in the try-out will stem, for the time being, largely from comparison of conventional testing program results, but will probably be inconclusive, as the testing instruments are generally considered to be invalid for the type of child involved. Evaluation is further complicated by the fact that (1) no other material we are aware of was designed for the children we are concerned with, (2) many of the children involved in this reading program would not normally be involved in any kind of

formal reading program in their early school experience, and (3) the human and financial resources available do not permit the undertaking of full scale formal evaluation within the scope of this production project. It is expected, however, that an adequate evaluation design can be developed to provide objective data as the materials are revised and used more extensively.

Staff and Consultants

The members of the production staff are Paul W. Bell, Herminia M. Cantero, June W. Granger, Rosa G. Inclan, Mildred B. Lash, Judy P. Reeder, and Pauline M. Rojas, with Ralph F. Robinett as production director. Mary E. Perdue was a member of the staff for the first year. The original music accompanying the stories was written by Maria L. Munoz, and the principal illustrator is Rose L. Nash, assisted by Gladys G. Rodriguez. The over-all project of which the production of the Miami Series forms a part is sponsored by the Dade County Board of Public Instruction and the Ford Foundation. The project director is Dr. Rojas, with Mr. Robinett as assistant director and Mr. Bell as coordinator.

Specialists with whom we have consulted formally or informally to date are Dr. Charles Ferguson, Dr. Ross MacDonald, Dr. David Reed, Dr. Nelson Francis, Dr. Albert Marckwardt, Dr. Alfred Hayes, Dr. Ralph Long, Dr. Warren C. Cutts, Dr. Theodore Clymer, Dr. Emmett Betts, and Dr. Marion Anderson. Richard O. White, Supervisor of Special Reading Services of Dade County, has joined us as a regular consultant in the production of the teachers' manuals. Our mention of these specialists does not, of course, imply their endorsement of our efforts, but expresses in a small way our gratitude for their questions and suggestions, and their interest in the problems with which we are struggling.